



Redesign Plan

Seminole Academy

Mt. Clemens Community School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Seminole Academy is an AdvancEd accredited school located in Mount Clemens Michigan. The Mount Clemens Community School District is comprised of one high school (grades 9-12), one middle school (grades 4-8), and one elementary school (pre-school - 3).

Mount Clemens is a diverse, urban community with a small town feel. Located in southeast Michigan's Macomb County, this historic community offers many of the amenities traditionally found in much larger urban centers. A well-defined central business district; a central city arts center; numerous community activities/festivals; a well-used public library; and, multiple recreational opportunities for both children and adults are hallmarks of this community. Additionally, Mount Clemens serves as the County Seat for Macomb County.

An established community, Mount Clemens includes distinctive older neighborhoods, several diversified industries, two hospitals, and a larger number of churches, professional and county offices.

The total population of Mount Clemens is 16,303. The median household income is \$34,420. Out of Mount Clemens' total population approximately 21.2% are below the poverty level. The average education level for high school or higher is 81.3%. The proportion of adult residents in the community with at least a bachelor's degree is estimated to be 16.9%.

This past year, Seminole Academy served 629 preschool through 3rd grade students. One student is American Indian, 370 are African-American, 163 are Caucasian, 30 are Hispanic, 60 are Multi-Racial, 2 are Asian American, one is Pacific Islander or Native Hawaiian, and 2 are unclassified. Ninety percent of our students receive free or reduced lunches. There were fifty-three staff members. The staffing assignments consists of the following:

seven preschool (Physical or Otherwise Heath Impaired, Early Childhood Special Education, Great Start Readiness Program, and tuition based), four kindergarten, five first grade, three and a half second grade, three and a half third grade, one POHI K-3, one categorical special needs K-3, one special needs resource, one principal, one secretary, twenty-six para-professionals, three lunch aides, five kitchen staff, one part-time social worker, one part-time psychologist, three speech pathologist, two occupational therapist, one physical therapist, and two custodians.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement:

Seminole Academy is a community of learners achieving together.

Mission Statement:

At Seminole Academy it's All About PRIDE!

P-Productive Learners

R-Respectful, Responsible Citizens

I-Imaginative Thinkers

D-Diverse Opportunities

E-Enthusiastic Community

Belief Statement

We believe...

All children have the ability to learn when engaged in meaningful activities. Diversity makes each child unique. Children learn in various ways and it is our responsibility to reach each child. Students should be provided with a secure learning environment and be supported both physically and emotionally. When home and school work together, children have a greater chance for success. Collaboration, cooperation and respect are essential elements of a successful school. As facilitators, we can develop critical thinkers and problem solvers. Quality education accepts and integrates the ethnic and cultural traditions and values of the school community. Effective schools promote good citizens. As educators, we are role models for our students. Students must have respect and acceptance for themselves and others.

PRIDE Promise

I promise to follow directions the first time they are given

I promise to keep my hands, feet and objects to myself

I promise to use polite language

I promise to always do my best

Seminole's vision and mission statements are in the school newsletters, on the school website, relayed in PA announcements, painted on the wall in main hallway, and posted in each classroom. These are reinforcements for all stakeholders conveying our schools purpose.

Students recite the Pride Promise everyday as reminders of behavioral and academic expectations. Monthly Academic Behavior Creativity awards are given as positive reinforcement.

Seminole offers a variety of academic programs designed to strengthen student achievement. These various programs as well as classroom differentiation of instruction challenges students to reach their potential.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Seminole's areas of notable achievement included technology and academic initiatives. The district has provided several 21st century learning tools. Classrooms are equipped with Promethean boards with student response systems, Elmos, LCD projectors, surround sound systems with microphones, a class set of iPads, a media cart, and two computer labs.

One of our strengths is our ability to frequently collaborate within and across grade levels due to common planning times. More time is needed to meet the challenges of developing programs and strategies, and revising curriculum due to Common Core Standards.

Parent and community involvement is a constant challenge. We have a core group of parents involved with planning and organizing activities throughout the school year. Unfortunately, not many stakeholders beyond this core group are actively volunteering. Our goal is to increase and encourage more stakeholder participation and collaboration.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are most proud of the cohesive staff at Mt. Clemens Community Schools and our ability to work together for student success. Staff rises to meet the needs of our widely diverse population, showing empathy and compassion for our students. We choose to bridge the gap between school and home providing resources and information to address the student as a whole. In spite of fiscal restraints, multiple school reconfigurations, and changing school climates we continue to have high expectations and help all students reach their fullest potential. This demonstrates Seminole PRIDE!

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Rubric Teacher Self-Assessment Rubric

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Principal Rubric

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	With the inclusion of the MOU that will be completed before the November submission of the plan.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Operational Flexibility MOU between Mount Clemens BofE and MCEA

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Not needed as we will be working on an MOU to be ready before the November submission deadline.	

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	No	Not needed as we have a signed Memorandum of Understanding.	

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

The development of this plan is under the guidance and direction of the reform/redesign team. The team includes the following staff members.

Caligiuri, Deb- Team Member/Teacher- caligiurid@mtcps.org

Campbell, Mary -Union President- campbellm@mtcps.org

Clemens, Renee -Assistant Superintendent- clemensr@mtcps.org

Conte, Linda -Team Leader/Teacher- contel@mtcps.org

Hooks, Jan -Principal -hooksj@mtcps.org

Mohler, Sarah -Coordinator, Data -mohlers@mtcps.org

Montgomery, Patty -Team Member/Teacher -montgomeryp@mtcps.org

Panetta, Tamara -Team Member/Teacher -panettat@mtcps.org

Spratt, Jenny -Team Member/Teacher -sprattj@mtcps.org

Tocco, Ann -Team Member/Teacher -toccoa@mtcps.org

Tomlingson, Stacy -Director, Special Education -tomlingsons@mtcps.org

Wahlstrom, Deborah -Superintendent -wahlstromd@mtcps.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

B.1 - Big Ideas

After reviewing available data, staff from Seminole Academy as well as district-level staff agree that the following Big Ideas will lead students to higher achievement levels.

Big Idea #1

Implement a curriculum that leads to stronger background knowledge.

Big Idea #2

Implement a curriculum that leads to stronger numbers and operations knowledge.

State what data were used to identify these ideas

B.2 - Data Used to Identify Big Ideas

Key reports from the Golden Package were used to determine each of our Big Ideas including Big Idea #1: Implement a curriculum that leads to stronger background knowledge. We reviewed the three key types of data: achievement, demographic, and process (includes perception). In looking at our data, we chose those for which the school is held accountable including the percentage of students proficient and the proficiency of students by our subgroups (e.g., race, economic status, and students with disabilities). Additionally, because the accountability formulas use full-academic year students and because we're determining whether or not there are curricular issues, only full-academic year students are included in the data.

The listing of each of the reports and what each provides, follows.

Achievement Data

- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on MEAP tests for Reading. Evidence of Need: There is a decrease in achievement as measured by the Grade 3 MEAP Reading Test (2nd grade curriculum) from 51% of our students proficient in Fall 2009-2010 to 40% proficient in Fall 2013. This is a decrease of eleven percentage points.
- Golden Package Report: Proficiency Level Summary for Grade 3 Reading. Evidence of Need: A total of two percent (2%) of our students scored in the highest proficiency level, Level 1. A total of 38% of our students scored in proficiency level 2, 44% at Level 3, and 16% at Level 4.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on MEAP test for Math. Evidence of Need: There is a decrease in achievement as measured by the Grade 3 MEAP Math Test (2nd grade curriculum) from 43% of our students proficient in Fall 2009-2010 to 29% proficient in Fall 2013. This is a decrease of fourteen percentage points.

- Golden Package Report: Proficiency Level Summary for Grade 3 Math. Evidence of Need: A total of zero percent (0%) of our students

scored in the highest proficiency level, Level 1. A total of 29% of our students scored in proficiency Level 2, 20% at Level 3, and 51% at level 4.

Demographic Data

- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on MEAP Tests, Disaggregated by Race/Ethnicity. Evidence of Need: Over a five-year period, from the Fall 2009 test through the Fall 2013 test, there have been large gaps in achievement between white and black students. In Fall 2009, the gap was 28 percentage points, 45 points in Fall 2010 and Fall 2011, 35 points in Fall 2012, and 25 in Fall 2013.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on MEAP Tests, Disaggregated by Students with Disabilities. Evidence of Need: There were no students designated as SWD for the third-grade Reading test.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on MEAP Tests, Disaggregated by Economic Status. Evidence of Need: There is an inconsistent five-year trend, from Fall 2009 through Fall 2013, where economically disadvantaged students scored higher than non-economically disadvantaged students in Fall 2010 and Fall 2013. The gaps in achievement between the two groups include 10 percentage points in Fall 2009, two (2) percentage points in Fall 2010, fifty-five (55) in Fall 2011, thirty-three (33) in Fall 2012, and thirteen (13) in Fall 2013. The gap in achievement in Fall 2013 is smaller because the performance of non-economically disadvantaged students decreased.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on MEAP Tests, Disaggregated by Top/Bottom 30% Groups. Evidence of Need: None of the students in the bottom 30% scored proficient, while 100% of the students in the top 30% did.
- Golden Package Report: Percentage of Students in Each Proficiency Level on MEAP Assessment, by Subgroups of Students, Grade 3 Reading. (For Bottom 30% and Top 30% of Students). Evidence of Need: For students who were in the Bottom 30%, all scored in proficiency levels 1 and 2. These are the two lowest proficiency levels. Of the students who were in the Top 30%, all scored in Proficiency Levels 3 and 4, which are the top two proficiency levels.
- Comparison of Mean Scale Scores Between Top/Bottom 30% Groups, by Subgroups of Students, MEAP Grade 3 Reading. Evidence of Need:
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on Math MEAP Tests, Disaggregated by Race/Ethnicity. Evidence of Need: Over a five-year period, from the Fall 2009 test through the Fall 2013 test, there have been large gaps in achievement between white and black students. In Fall 2009, the gap was 68 percentage points, 9 points in Fall 2010, 39 points in Fall 2011, 39 points in Fall 2012, and 35 in Fall 2013.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on Math MEAP Tests, Disaggregated by Students with Disabilities. Evidence of Need: There were no students designated as SWD for the third-grade Math test.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on Math MEAP Tests, Disaggregated by Economic Status. Evidence of Need: There is an inconsistent five-year trend, from Fall 2009 through Fall 2013, where non-economically disadvantaged students scored higher than economically disadvantaged students in Fall 2010, the gap closed then reversed in Fall 2013. The gaps in achievement between the two groups include 64 percentage points in Fall 2009, 6 percentage points in Fall 2010, 2 percentage points in Fall 2011, 20 percentage points in Fall 2012, and by Fall 2013, a 31 point gap with economically disadvantaged students scoring better.
- Golden Package Report: Percentage of Students Scoring in Proficient Levels Across Grades on Math MEAP Tests, Disaggregated by Top/Bottom 30% Groups. Evidence of Need: None of the students in the bottom 30% scored proficient, while 100% of the students in the top 30% did.
- Report: Number of Days Missed by Grade Level (K-3). Evidence of Need: When looking at first quarter attendance of our students, almost half (47%) of students are already at risk for missing ten or more days of school by the end of the school year.

Process Data (Includes perception data)

- Golden Package Report: Percentage of students Earning 80% or More of the Points on the MEAP Test (Hope Report) by Each Grade Level in Reading and Math. Evidence of Need: There is a five-year trend indicating an unaligned curriculum from the Fall 2009 to the Fall 2013 administrations of the MEAP test.
- Golden Package Report: MEAP Blueprint Summary, Grade 3 Reading. Evidence of Need: The third-grade MEAP reading test consisted of thirty-three (33) questions. Of these, 15% were in the Word Study strand, 30% were in the Narrative strand, 6% were in the Informational Text strand, and 48% were in the Comprehension strand. The highest point value from a strand is from R.CM.02.03 - compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, with eight (8) of the thirty-three questions on the test.
- Golden Package Report: Percentage of Correct Answers Within Each Standard. Evidence of Need: When looking at standard R.CM.02.03, the bottom 30% group scored only 38% of the questions correct.
- Golden Package Report: Comparison of Strengths and Weaknesses. Evidence of Need: There is a five-year trend, from Fall 2009 to Fall 2013, of an unaligned curriculum.
- Golden Package Report: MEAP Blueprint Summary, Grade 3 Math. Evidence of Need: The third-grade MEAP math test consisted of fifty-three (53) questions. Of these, 19% were in the Base Ten Number System strand, 49% were in the Addition/Subtraction Fluency strand, 26% were in the Working with Geometric Shapes strand, and 3% were in the Connections strand. Addition and Subtraction Fluency weighs the most.
- Golden Package Report: Percentage of Students Correctly Answering within Each Strand of Math MEAP Assessment, by Subgroups of Students. Evidence of Need: When looking at the bottom 30% group, a total of 56% of the students answered questions in Base Ten Number System strand correctly. While a total of 34% of the students answered questions in Addition/Subtraction Fluency strand correctly, a total of 42% of the students answered questions in Working with Geometric Shapes strand correctly, and a total of 21% of the students answered questions in Connections strand correctly.
- Anecdotal: Teachers at Seminole Academy have indicated a need for a more consistent reading and math curriculum. In the past, there has been more than one curriculum being used within the school, and where there were several schools, more than one curriculum being used between schools.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Requirement 1A: Principal Replacement (District)

The current principal will stay. She has been with the school through the very recent district changes in students. In other words, all but 30 or so students are new to the school. The achievement at the school changed when the students from different schools came together and this principal and her staff have worked together to create the redesign plan. At a different time, the school was a focus school, and the principal successfully led the school off the focus list. The principal brings to the district a number of positive traits. These include: an effective relationship with the PTO, knowledge of running a building, willingness to attend professional development events with teachers, an effective relationship with the school improvement team, and a willingness to attend to anything that moves the school forward. So far this year, the principal has been fully involved in training for the school's new evaluation model, participated in all CKLA training, participated in all aspects of the redesign plan, and has supported and actively works to ensure our special education teachers have the same quality tools as do other teachers.

1. Identify and focus on early wins and big payoffs.

The principal has a great deal of experience in focusing on wins and payoffs. She has been instrumental in securing wins for the CKLA program - as she has encouraged teachers to get into working with the program even before materials were delivered. CKLA will be the key lever in changing teaching and learning practices for language arts in the school and she has the staff well on its way to a huge success. One of the wins for the current school year is that of having DHS located in the school to provide a key wrap-around service for Seminole families.

2. Break organizational norms.

This experienced principal is not afraid to change things up or to support things that need to be changed. This principal worked to support the large number of necessary layoffs at the middle of the school year. She worked with her team to determine how they could best provide a great education for students that included the integration of specials into the regular curriculum. It is her leadership that made this mid-year change successful.

3. Act quickly in a fast cycle.

Last summer, the district had to close two schools and place students into an elementary and middle school. The entire grade configuration of Seminole Academy was changed. The current principal made this happen at her school. She was tasked with bringing faculty members from different schools together, organizing all of the materials they

needed, monitored the on-going work of teachers during the year, and established a highly-effective school leadership team. This work also
SY 2014-2015

included preparing the school for the Great Start Readiness Program (GSRP) and Headstart, which had their own licensing requirements.

This principal at Seminole Academy has displayed total professionalism as we all worked to consolidate three schools into one; hers. This placed an immeasurable burden on her and her staff, but she kept the pace and focus, and somehow successfully opened school at the beginning of the 2013-2014 school year. With hardly a square foot to spare, she figured out where to place everyone and everything. She accepted special programs into her school; programs including POHI, ECSE, and GRSP. She handled an inordinate number of tasks to ensure everything was ready to go in September. Even though her to-do list was filled with more tasks than anyone should have to handle in such a short period of time, she somehow found a way to get things done.

4. Collect and analyze data.

The principal has refined skills in the use of collecting, organizing, and using data. She has high expectations for her staff to use data and will support the all-important Instructional Learning Cycle. She is experienced in using the Golden Packages, DRA data, NWEA, and even participated in the development of the school writing rubrics. She works with the team on every aspect of school improvement and is an active in tying interventions to data. Additionally, she has attended all sessions for Facilitators of School Improvement (FSI) at MISD with her leadership team.

This principal does an effective job of working with teachers in the area of data analysis to determine what can better be done to improve learning by students. It is evident she has supported her teachers in learning as when I am with the team, I personally see them working with her in using data in a confident manner. She encourages her teachers to use multiple sources of data to monitor progress and make informed decisions about how to improve. Additionally, she has committed to regular classroom observations to collect evidence on each teacher's classroom effectiveness to provide meaningful feedback to teachers.

5. Galvanize staff around big ideas.

The principal has already had success in galvanizing staff around very big ideas - that of implementing a rigorous curriculum, which will be the cornerstone of the redesign plan. It's not something she's going to do; she's already done it - and deserves to stay in place for this school's redesign.

Requirement 1B: Build Leadership Capacity (District)

District staff is committed to increasing the leadership capacity of the principal, our teacher leaders - including the School Improvement Team, and central office staff members to support improvements in teaching and learning, especially in the implementation of one of our Big Ideas - Implementing a curriculum that leads to stronger background knowledge (CKLA), and 2) Implementing a curriculum that leads to stronger numbers and operations knowledge (Eureka Math). In doing so, the principal, all teachers, teacher leaders, and central office staff will participate in aligned professional development that leads to higher student achievement.

Examples of ways we will support the increase of leadership capacity follow:

- Help make connections between professional development and classroom practices. As implementing CKLA is one of our Big Ideas, the District will make the curriculum easily accessible to leaders, including teacher leaders. Because support to teachers is important in implementing a curriculum, we will also ensure that all central office staff supporting Seminole Academy will attend all CKLA training sessions. This includes the Assistant Superintendent for Curriculum and Instruction, the Superintendent, and the special education director. Thus far, there are four scheduled days for professional development for CKLA with on-going weekly meetings in grade-level teams. In addition to all staff at Seminole Academy, the Superintendent, Assistant Superintendent, Special Education Director, and Data Coordinator will be active participants in making connections between professional development and classroom practices.

Our second big idea is implementing Eureka Math. Due to the strong focus on CKLA the first year, Eureka Math will be fully implemented the fall of 2015. The plan will provide professional learning for staff in August 2015. Additional professional learning will be scheduled as needed.

- Provide additional support to the principal to help refine instructional support for teachers. In providing the support, we will use the instructional learning cycle as a protocol for talking about instruction and identifying the type of support that is needed. At the district level, we will assist with the development of data tools for the collection of data - and the protocol for tying interventions to the data. An example of a process and structure is the development of Seminole's writing rubrics. Leadership and teachers collaboratively developed the school-based rubrics. Interventions are built into the rubrics to provide a more systematic way of supporting needs of students. Central office staff members responsible for assisting in the refinement of instructional support include the Superintendent, Assistant Superintendent, the Special Education Director, and the Data Coordinator.

- Create tools to make it easier for staff to know how well students are performing. With these tools, we will set performance standards for what indicates proficiency on a rubric for beginning-of-year, middle-of-year, and end-of-year achievement. As support to school leadership and staff, central office support will include the Superintendent, Assistant Superintendent, the Special Education Director, and the Data Coordinator. We will create and adapt tools for CKLA and Eureka Math to make it easier for staff to monitor student progress.

- Create structures that support comprehensive and consistent processes for working with students, from the identification of student needs to monitoring the implementation of strategies. This includes helping grade-level teams work through the Instructional Learning Cycle (or similar model) with the CKLA curriculum. As support to school leadership and staff, central office support will include the Superintendent, Assistant Superintendent, the Special Education Director, and the Data Coordinator.

- Provide qualitative and quantitative data that drive the iterative process of meeting the needs of students and the professional development of staff. Part of using data to improve student achievement is recognizing what the data show that alerts us to a need for additional, or deeper professional development.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Requirement 2A: Educator Evaluation (District)

Attachment - Teacher Evaluation

In 2014, the Michigan Department of Education delayed the implementation of one of four state-approved models for the evaluation of teachers and administrators. But with the commencement of the 2014-2015 school year, the District will pilot the Thoughtful Education

evaluation model. Attached are two documents: The Teacher Evaluation Rubric and the Teacher Self- Assessment tool.

To select the tool, the team worked partially by process of elimination, and partially by a review of the available tools. The model previously used in the district was the Charlotte Danielson model, one that had been adapted. Staff had only about a one-half day of orientation to the model and there was not enough training for administrators in the use of the model. There was no practice is using the tool to ensure reliability in results. Thus, the Danielson tool didn't work as intended and was crossed off the list.

There are numerous reasons for selecting the Thoughtful Education tool. The Thoughtful Education tool is based on an instructional framework that aligns to the cognitive learning of students. This includes addressing the areas of successfully presenting, deepening, and applying learning. Guiding questions for conferring with teachers are also included, as are connections between instructional indicators to the impact on student learning and includes the student behaviors a teacher would see if being effective in a domain.

Additionally, the tool provides specific actions teachers can take to ensure effective learning (e.g., Introduce students to key vocabulary terms they will need to know and understand to successfully learn the content).

Additionally, the model uses "knowledge construction" and is based on the best research in instructional design.

If the pilot is successful, the evaluation model will be fully implemented as intended by Thoughtful Education, and as required by the Michigan Department of Education, at the latest, during the 2015-2016 school year.

During the planning year and leading up to Year 1 on Priority School Status, staff will pilot the Thoughtful Education Model on a shorter timeframe than an entire school year. We have discussed this with the trainers for Thoughtful Education, who will work with us on this timeframe. We are also working with our union leadership as we work toward a better evaluation model, to be fully implemented in the 2015-2016 school year.

To support principals and teachers in using the new evaluation tool, we will use the STAGES platform, especially designed for the Thoughtful Education tools.

In October (2013), ten individuals completed onsite training for two days to learn how to observe using the Thoughtful Education tool. Included in this training session was our union president and our SIT team chair. While the training is intended for principals and assistant principals, we value having our teacher leaders go through the training to ensure a deep understanding of what principals are expected to do. Also included in this training will be the superintendent, assistant superintendent, and special education director.

THE STUDENT GROWTH MEASURE FOR TEACHER EVALUATION IS 25% FOR THE 2014- 2015 SCHOOL YEAR AND WILL BE 50% BY THE 2015-2016 SCHOOL YEAR, AS REQUESTED BY LAW. THE FOLLOWING VISUAL SHOWS HOW STUDENT GROWTH IS FACTORED INTO THE EVALUATION FOR THE CURRENT SCHOOL YEAR.

WITH THE RESULTS OF THE STATE TESTS NOT BEING AVAILABLE UNTIL AFTER SCHOOL IS OUT AND EVALUATIONS COMPLETED, THE DISTRICT IS USING THREE OTHER MEASURES: NWEA FOR READING, A DISTRICT-DEVELOPED WRITING TEST, AND PRIORITY STANDARDS.

IN THE 2016-2016 SCHOOL YEAR, THE STUDENT GROWTH PIECE WILL INCREASE TO 50% AND THE WEIGHTINGS OF THE THREE DATA PIECES TOWARD THE 50% WILL BE SIMILAR TO THAT OF THIS YEAR. (THAT IS, UNLESS THE MDE IS READY WITH AN ASSESSMENT THAT TRULY CAN BE USED; IN THAT CASE, WE'LL ADD THE STATE ASSESSMENT TO THE LIST AND ADJUST THE WEIGHTINGS - WHICH WILL STILL EQUAL 50%)

Requirement 2B: Administrator Evaluation (District)

Attachment: Principal Evaluation

As with the teacher evaluation plan, there will be also be one for our administrative team, including principals. Thoughtful Education also has an evaluation tool and process for principals, which principals agreed to pilot at its meeting on October 7, 2014. It aligns specifically to the teacher evaluation tool so the entire evaluation system becomes more aligned. The online platform, STAGES, will be available for principal evaluations during the 2015-2016 school year. Until then, we will use a paper-and- pencil version of the tool. The Principal Evaluation tool is attached.

The Thoughtful Education Evaluation tool for principals recognizes the impact that quality leadership has on student learning. The principal rubric is aligned to the teacher rubric and supports a five-phase improvement process that makes up the heart of the framework. It consists of three components: effective leadership, the school improvement process, and professional practice and growth.

Timeline for Using the Thoughtful Education Tool

During the 2014-2015 school year, the following timeline will be used as Seminole pilots the Thoughtful Education Teacher Evaluation Tool. In October (2014), there will be two full days of training for principals, central office staff supporting Seminole, and teacher leaders. The rollout of the tool will then be given to teachers at a staff meeting. For the 2014-2015 school year, we have worked with the union to have a compressed evaluation timeline. The Thoughtful Education evaluation tool will then be used in the 2015-2016 school year with the regular timeline, which starts on the first day teachers return to work from summer vacation.

Student Growth of 25% is Included

As required, student growth is included as a factor in the overall evaluation for both teachers and school leaders. The following shows how student growth is being determined. We factored in student growth for the current evaluation tool and will do this for the Thoughtful Education tool.

Attachment: Student Growth percentages for the 2013-2014 School Year. This will be reflected to show 25% growth for the 2014-2015 school year and 50% for the 2015-2016 school year, once the state makes its final determination of growth percentages.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Requirement 3A: Reward Process (District)

As we desire to teach our way into improved academic achievement, a number of strategies will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. Strategies for identifying staff members who have increased student achievement include:

1. The use of SmartData tools to effectively and efficiently monitor progress of students toward achieving important standards. The SmartData system allows for all school data to be integrated into one location. Upon importing data into SmartData, custom reports are ready for use almost instantaneously. Examples of data that will be imported include NWEA, DRA, MLPP, and MEAP. Data to be used include Number and percent of students at "proficient" in reading and mathematics, and number and percent of students who show improvement in reading and mathematics who show improvement in writing over the course of the school year.
2. The results from District writing assessments using rubrics designed by teachers at Seminole. The rubrics are aligned to the Common Core State Standards (CCSS) and the writing rubrics from the Smarter Balanced Assessment Consortium (SBAC). These results will also be placed into SmartData, thus providing student and teacher-level data for the instructional learning cycle. Data to be used include: Number and percent of students who are proficient in writing, Number and percent of students who show improvement in writing over the course of the school year.
3. Our instructional program, Core Knowledge Language Arts (CKLA) includes formative assessments. The program has a variety of diagnostic and classroom assessments. There are curriculum-based assessments of both the skills and knowledge (to inform instruction), placement assessments in grades 1 and 2 for the Skills strand, and end-of-the-year Skills strand assessments in K-3. These assessments are built into the units of instruction/domains within the teacher guides/teacher anthologies. There are also informal progress monitoring tools built into the teacher guides. We will review the unit assessments provided with CKLA to determine the following: Number and percent of students on track for learning the curriculum.
4. In the Eureka math instructional program, there are daily and summative assessments built into the modules (units) and are rigorous and built into the curriculum.

The fidelity of implementation of our instructional program is one of the keys that will lead to improved student achievement, thus we will also determine whether or not teachers have implemented the program with fidelity

3A: Positively contributing to student achievement

-Criteria

- Number and percent of students scoring proficient on the district writing assessment.
- Number and percent of students showing improvement (growth) on the district writing assessment.

-Process

- Administer the district writing assessment three times - beginning, middle, and end - of each year.

-Reward

- Public recognition of teachers who have at least 80% of class proficient on the district writing assessment at the end of the school year.
- Public recognition of teachers who have shown growth on district writing assessment by the end of the year.

-Additional Support if Teacher Contribution is Not Satisfactory

- Review again the instructional learning cycle for writing. Coach the teacher in how to work with teachers in improving writing.
- Review again the instructional learning cycle for writing. Coach the teacher in how to work with teachers in improving writing.

Implementation of the Instructional Program

Criteria

- Number and percent of indicators successfully completed on the CKLA implementation checklist.
- Number and percent of students scoring proficient on CKLA unit assessments.
- Number and percent of successful learning walks throughout each year.

Process

-

Reward

- Public recognition of teachers who have met the implementation requirements of CKLA.
- Public recognition of teachers who achieve at least 80% of class scoring proficient on CKLA unit assessments.
- Public recognition of teachers who have met at least 90% of learning walkthroughs being successful by end of school year.

-Additional Support if Teacher Contribution is Not Satisfactory

- Work with the teacher on a weekly basis to ensure he or she understands the implementation requirements.
- The principal will meet with teachers for whom there is not a successful learning walk. He or she will provide coaching and then conduct additional learning walks. Repeat.

Requirement 3B: Removal Process (District)

Teaching our way into improved academic achievement also means that we will make determinations about which teachers are best to work with the students we serve. Our students are high-need and high-risk, and not every person is equipped to effectively deal with struggling students. To that end, we have designed a screening tool that is compatible to our teacher evaluation tool, to make decisions that are fair when identifying educators who have not positively contributed to increased student achievement.

As there is not any one thing that leads to supporting higher student achievement, we will use a number of items in the screening tool: evaluation, attendance, lesson plans, meeting Constitution Day requirement, attendance at professional development activities, participation in staff meetings, fidelity in implementing the Instructional Learning Cycle (ILC) process, fidelity in implementing CKLA, sponsoring an intern, etc.

Teachers who do not implement the instructional program with fidelity and/or do not raise student achievement will have multiple opportunities to improve, but not years. In this at-risk school with mostly struggling students, teachers will be given a reasonable amount of time to improve.

There are specific criteria we will use to determine whether or not a teacher needs to be removed. These include:

1. Teacher attendance in the classroom.
2. Teacher attendance at professional development events.
3. Fidelity in implementing the CKLA curriculum during the piloting of the program.
4. Evidence of tying interventions to student data.

5. Effective classroom management.
6. Overall performance on Thoughtful Education Evaluation Tool.

As shown in the chart, Overview of Reward and Removal Process, we have established criteria, processes, rewards, and additional support if teacher contribution is not satisfactory.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Requirement 4: Qualities of Professional Learning Program (School)

In July, the Seminole School Improvement Team gave the use of Core Knowledge Language Arts (CKLA) and Eureka math curricula a thumbs up. CKLA is the lever for providing a curriculum that leads to stronger background knowledge and higher student achievement. Eureka Math will provide a curriculum that leads to stronger Numbers and Operations. CLKA and Eureka Math are the focus of planned professional learning for staff at Seminole Academy over the next several years.

In the logic model for Seminole Academy, we have linked the embedded professional development to specific activities in five areas: (1) curriculum, (2) instruction, (3) assessment, (4) culture/climate, and (5) infrastructure. Each of these areas are impacted by our two Big Ideas: An instructional program for English Language Arts and another for Mathematics.

Expectations

Teachers will be expected to apply what they are learning in our professional development sessions to the work they are doing in the classroom. In fact, as staff participates in more formal training of the instructional programs, information learned in the sessions will be used to review and refine our monitoring plans or tools.

Mechanisms

Mechanisms for individual teacher support include a custom district web page for implementation of the CKLA and Eureka Math curricula. This site includes the actual curriculum with all resources, and video support.

Additionally, the Amplify website contains an easy-to-navigate system to get to each unit and also includes a 24/7 answer line, which is available to our teachers. The Eureka Math website contains an easy-to-navigate system to get to each unit and additional resources for teachers and parents. The central office staff is on call to provide additional assistance whenever necessary.

Work Structures

There are a number of work structures through which professional development will be provided. These include regular staff meetings (once a month), grade-level meetings (once a week), workshops (four to eight days over time devoted to implementation of CKLA and Eureka Math), share sessions, lesson studies, peer coaching, and demonstration lessons.

Embedded Professional Development

At its September 25, 2014 meeting, the School Improvement Team discussed high-quality professional development for CKLA. The embedded professional development for implementing CKLA includes a number of areas: (a) training; (b) monitoring our work along the way; (c) working in grade level teams; (d) using pre- and post-test data to determine strengths and weaknesses in skills; and, (e) establishing and using processes and procedures that ensure sustainability. More detailed information about each of these areas follow.

Training

While understanding that our training plan will be refined as the need arises, the structure of the training includes two one-day training sessions (one in September and one in October) with Core Knowledge trainers, and another full day in November. In addition to the introductory training, the Core Knowledge trainers will provide model lessons at Seminole Academy.

Teachers will meet in grade-level teams to discuss the implementation of the curriculum, and will use the Amplify Open Question Line to get answers to questions on any day and almost any time throughout the school year. Core Knowledge trainers may serve as mentors, as will teachers who become comfortable with the program more quickly. Teachers will share success stories to show the possibilities within the program (e.g., Ann's haughtily story).

The Eureka Math training includes three one-day training sessions (one in September, October, and November 2015) with Eureka Math trainers. In addition, teachers will meet in grade-level teams to discuss the implementation of the curriculum.

Additionally, district staff have established a support page for CKLA on the district website, and will continue to update this throughout the implementation of CKLA.

Monitoring

An important part of our monitoring process will be monitoring the actual implementation of CKLA with fidelity. We will use assessments included in CKLA to determine how students are progressing toward CCSS standards.

In order to monitor the effectiveness of CKLA professional development the following steps are in place to insure implementation with fidelity: On a monthly basis grade level teachers will collect and analyze formative (e.g., mid-unit assessments) and summative assessments (e.g., end of unit assessments) during PLT meetings. Each month, the SIT team will collect and review grade level formative and summative

assessment data as well as other monitoring tools. Grade level weekly walkthroughs will be conducted by grade level peers, principal, and administrators in alternating classrooms. A collaborative discussion will follow each walkthrough. Benchmark assessments using NWEA, writing prompts, and DRA will be administered and analyzed by teachers and SIT team three times a year. M-STEP data will be analyzed when it becomes available. Quarterly, teachers will complete a program implementation survey. SIT team will analyze results to guarantee fidelity of the program. At the end of each year, the SIT team will audit the effectiveness of the CKLA program and student progress. We will also monitor the fidelity of implementation of CKLA. Staff will study and use the CKLA document, Core Implementation Practices: A Guide to Effective Implementation of Core Knowledge. This document identifies core implementation practices including The Core Knowledge Curriculum and Approach; Planning and Communication; Implementation as an Ongoing Process; Effective Teaching; Strong Leadership; Community Involvement; and Resources and Support. This tool will be used to determine if we are implementing CKLA with fidelity. In addition to monitoring fidelity, we will also collect process data to determine what teachers think about the CKLA instructional program. This will be completed through Survey Monkey and will include a short Likert-scale survey that gives teachers a chance to weigh in on each unit for the Listening and Learning Strand and each unit for the Skills Strand. All-in-all, there will be on-going monitoring of the implementation of our instructional program with monitoring tools developed by the School Improvement Team.

In order to monitor the effectiveness of Eureka Math professional development the following steps are in place to insure implementation with fidelity: On a monthly basis grade level teachers will collect and analyze formative (e.g., weekly exit tickets or problem sets) and summative assessments (e.g., mid and end of unit assessments) during PLT meetings. Each month, the SIT team will collect and review grade level formative and summative assessment data as well as other monitoring tools. Grade level teachers will collect one exit ticket (a formative assessment) each week to discuss at PLT meetings. A benchmark assessment using NWEA will be administered and analyzed by teachers and SIT team three times a year. M-STEP data will be analyzed when it becomes available. The SIT team will lead the disaggregation of the data with staff. SIT team will analyze results to guarantee fidelity of the program. At the end of each year, the SIT team will be auditing the effectiveness of the Eureka Math program and student progress.

Monitoring will be completed by the School Improvement Leadership Team and most especially, by a staff person (instructional coach) who will be on release for the school year to work on priority school items, including the implementation of the instructional program. The School Improvement Team will review the implementation progress on a monthly basis.

Additionally, as required by the Michigan Department of Education to evaluate a program, we will evaluate CKLA to meet the state and federal evaluation requirements.

Working in Grade-Level Teams

The power of conversation will guide our work in our grade-level teams, where K-3 teachers, when appropriate, will plan flex groupings for students by grade level and by skill needs. Teachers have determined that they will create and use flexible groupings within a grade level, and after becoming comfortable with that, expanding flex groups between grade levels.

Staff at Seminole Academy will use the Instructional Learning Cycle (ILC) in two ways: (1) to ensure consistency and thoroughness in talking about curriculum implementation, and (2) to use the school/district writing prompts and corresponding rubrics to improve writing. District staff will work with Seminole to develop or choose a structured ILC protocol.

Use of Pre- and Post-Test, and Other Data to Determine Strengths and Weaknesses in Skills

On-going assessment is an important component in leading students to greater success. Members of our grade-level teams and the School Improvement Team will use data, as listed below, to improve their practice and that of the learning of students.

DRA Tests (CKLA Measurement)

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers. Students read a selection (or selections) and then retell what they have read to the examiner. As the instructional levels increase, so does the difficulty level for each selection.

Teachers use DRA results, along with the results of other assessments, to determine whether students are reading on, above, or below grade level. By knowing student DRA levels, teachers can plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students' instructional levels and provide appropriate instruction to challenge them.

District Writing Test (CKLA Measurement)

Near the end of the 2013-2014 school year, Seminole staff representing each grade level participated in embedded professional development to learn to create high-quality, student-friendly rubrics to assess the writing skills of the Common Core State Standards. Each grade level has three rubrics - all developmentally appropriate - one rubric for narrative writing, a second for informational writing, and the third for opinion writing.

NWEA Measures of Academic Progress (CKLA and Eureka Math Measurement)

Measures of Academic Progress (MAP) is an interim test typically administered fall, winter, and spring. The purpose of MAP is to measure academic status, irrespective of the grade level at which a student is performing, and to calculate academic growth over time so that these measures can inform instruction during the year. MAP is aligned to the state's content standards and measures progress to the standards.

Formative and Summative Assessments (CKLA and Eureka Math Measurement)

Embedded in the curriculum are formative assessments - short assessments that provide important information about how well a student is learning.

The formative assessments also provide critical information about which students need additional help and which need review and enrichment.

Additionally, each of the two new programs contain summative information at the end of each unit and school year.

Sustainability

In order to have a guaranteed and viable curriculum, components of sustainability need to be built into our work. Sustainability speaks to the processes and protocols that need to be in place when Seminole is out of priority status.

Train new staff members: As new staff members are hired, they need the same type of high-quality training as do staff members this year.

Support for struggling staff: While it is yet to be determined what "struggling" will be, we can anticipate a number of things and be ready to support teachers. Examples include: (1) A teacher who is struggling to implement the CKLA curriculum will have 24/7 access to the CKLA chat room. We've begun work on a support site, which will be loaded with digital support such as teacher modeling and more. Teachers will also have a chance to observe colleagues teach the curriculum and will plan collaboratively in developing pacing. Additionally, there will be time for teachers at the beginning of the school year and throughout the school year to get support.

Plan for Maintaining Materials and Supplies

To maintain the CKLA and Eureka Math curriculum, copies of consumable student pages will be supplied each year. We have planned to build the very reasonable cost into our budget on a yearly basis. Additionally, with our CKLA and Eureka programs, all of the tools and materials needed for our teachers and students are available online.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

District staff are committed to having the best teachers in front of students, as we understand that we must teach our way out of priority school status. With that in mind, we need to retain staff who contribute to the achievement of students, and replace staff who do not.

There is operational flexibility with the transformational model which will allow us to meet the variety of needs of our students:

- Need for better attendance, as evidenced by the attendance rate for the beginning of the 2014-2015 school year, which shows 47% of our students are at-risk for missing 11 or more days of school this year.
- Need for sense of stability and belonging, as evidenced by our high poverty rate (90%) and transient population.
- Need for background knowledge, as evidenced by our ninety-percent (90%) poverty rate.

Based on the needs of our students, there are skills, attitudes, and behaviors that support our at-risk students. These include having content knowledge, especially in the use of phonics to teach reading, understanding that listening precedes reading and writing, understanding that math practice begins when students learn a skill rather than what is used to teach students a skill, recognizing how to scaffold learning for students, using data to inform classroom decisions about student learning, recognizing that patience is a virtue, treating colleagues with professionalism, working with parents in a way that honors them, etc.

Based on the needs of our students, we will recruit, retain, and assign teachers to grade levels and positions that are best for our students.

Requirement 5B: Retention (District)

In our recently-negotiated Collective Bargaining Agreement, we mutually agreed to a number of items that support retaining teachers at Seminole Academy, and the district in general. The first is that of re-instituting step pay for teachers who have been in the district for a short

period of time.

Another is to highlight the work our teachers do in the school through our communications channels including cable television, recognition at School Board meetings, Mail Chimps, and newsletters

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement 6A: Process for Selecting Instructional Program

Upon hearing about being named a Priority School, Seminole's leadership team stepped up to the plate to be proactive in moving students toward high student achievement. A number of data sources were reviewed including the data that placed Seminole on the priority list. (The Michigan Department of Education, Bureau of Assessment and Accountability, uses two-year old MEAP results to determine the top-to-bottom list.) The entire School Improvement Team, the union president, and central office staff worked together to review and discuss the data, which included comprehensive Golden Packages (using full-academic year parameters) and the z-score analysis provided by the state.

On October 1, 2014, the School Improvement Team also participated in a Data Dialogue with JoAnn Andrees, the intervention specialist assigned to our school during the planning process.

Staff reviewed the data for each content area including reading, writing, mathematics, science, and social studies. While Seminole currently houses only pre-kindergarten through grade three, data were reviewed from grade- tested years 3, 4, 5, 6, and 7. In the year 2012-2013, Seminole housed Kindergarten through sixth grade.

As noted in our data in a prior portion (Section B.2) of this plan, our disaggregated data show a need to better align curriculum, instruction, and assessment. In an aligned system - when there is a guaranteed and viable curriculum - the data will show a number of things: (1) achievement scores will be higher, (2) there will not be achievement gaps between subgroups of students, and (3) process data will all indicate an aligned system.

A review of our achievement and demographic data does indeed show a need for improvement - a need for all students and subgroups. Approximately 90% of our students are high poverty, an issue that surrounds our students on a daily basis. A review of our process data reveals why we're getting the scores we are getting including a curriculum that is not aligned, vertically articulated, or matched to assessments with which students will be tested. Our data indicate the curriculum to be an issue for all students and all subgroups. While it is
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important to teach our way off the priority list, what we teach does matter, and it has to be fixed first. High poverty students need support in gaining background knowledge; knowledge that is critical to success in reading. Thus, we need to pay attention to this as we develop our instructional plan for the next three years and beyond. The issue is bigger than vocabulary. It is bigger than small-group instruction. It is bigger than strategies such as close reading. In the area of math, research states that if students are not fluent in Numbers and Operations they are not able to attack higher level math such as Algebra. In addition, one of the instructional shifts in Common Core math is Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity. Thus, we must attack the bigger issue - that of a guaranteed and viable curriculum, which means that learning and skills are considered essential for all students and the school is set up to ensure that essential learning occurs for all. This continues to be the marker for an effective school.

Requirement 6B: Qualities of the Instructional Program (District)

Staff have decided on two Big Ideas: (1) Providing a curriculum that leads to stronger background knowledge, and (2) Providing a curriculum that leads to higher achievement in numbers and operations. These Big Ideas are really big - and we recognize that. In making our decision, we talked about the fact that if we were teachers new to the school, we would have to learn two programs - our two big ideas. Since the staff believes it can carry this out, there is no hesitation it can be done.

With the implementation of the Common Core State Standards and corresponding assessments, this is the time to provide a more rigorous, more aligned curriculum in the areas of Language Arts and Mathematics. In choosing the instructional programs, we recognize there needs to be a number of criteria that are met including that the program must (1) be tightly aligned to the Common Core State Standards, (2) reflect the instructional shifts related to the Common Core State Standards, (3) have tight vertical and horizontal articulation, (4) be based on research and reflect what we know about how students learn, (5) meet the intent of the Publisher's Criteria, (6) reflect and align to assessments of the Smarter Balanced Assessment Consortium (SBAC), (7) include formative and benchmark assessments, (8) include strategies for helping struggling students, as well as strategies for students who can be moved further, (9) provide guidance about adapting lessons for students with special needs, including Universal Design for Learning (UDL), (10) include core vocabulary and descriptions of vocabulary, (11) scaffold learning so it makes sense for students, (12) meet the alignment between curriculum, instruction, and assessment with Depth of Learning (DOK) levels or other alignment model, (13) provide training, including embedded training to support the implementation of the instructional program. That's a tall order, but we found a program for English Language Arts (Core Knowledge Language Arts) and another for Mathematics (Eureka Math) that specifically meet these criteria. Descriptions of each Big Idea follow.

Big Idea #1

Improved Curriculum That Leads to Stronger Background Knowledge.

To provide a guaranteed and viable curriculum that also leads to stronger background knowledge, Seminole Academy will implement the Core Knowledge Language Arts (CKLA) instructional program. A Core Knowledge classroom is not only a place of learning, but a place of vigorous, active, engaged, and lively learning.

This research-based program provides a number of features that support higher student achievement including the following:

1. Specific teaching and learning strategies for building-wide implementation of the Big Ideas.
2. CKLA preschool program which aligns to the Kindergarten through Grade 3 program.
3. Is child-center and research-based and is designed around four principles of instruction to ensure students become proficient readers: (1) explicit code instruction, (2) building background knowledge, (3) constant, contextualized content-based exposure to vocabulary, and (4) intentional fostering of oral language foundation. Each of these will be implemented school-wide on a daily basis as teachers work with the

CKLA program.

4. Aligns with college and career-ready standards and is fully and explicitly aligned to the Common Core State Standards. The program does not need any additional or supplemental programs.
5. Aligns from one grade level to the next, beginning with preschool.
6. Has a solid research base, most especially on the work of E.D. Hirsch and D. Willingham.

Specific Teaching and Learning Strategies for Building-wide Implementation of the Big Ideas.

Core Knowledge Language Arts (CKLA) is a comprehensive, preschool through fifth grade program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. In later grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since preschool.

CKLA Preschool embeds essential skills in fun activities, putting 4-year-olds on the path to literacy. CKLA Preschool is filled with engaging read-alouds, favorite rhymes and songs, centers that boost language development while children play, and enjoyable ways to extend learning at home. CKLA K-3 is broken into two strands--a Skills strand and a Listening & Learning strand--so that children can master sounds and letters for fluent decoding and encoding during one part of the day and then have additional time to build the knowledge, language, and vocabulary that are essential for strong comprehension. CKLA 4-5 draws on students' mastery of the basics as they tackle advanced grammar, morphology, spelling, and vocabulary while also being immersed in academic texts and engaged in rigorous writing across multiple genres.

CKLA is child-centered and research-based and is designed around four principles of instruction to ensure students become proficient readers: (1) explicit code instruction, (2) building background knowledge, (3) constant, contextualized content-based exposure to vocabulary, and (4) intentional fostering of oral language foundation. Each of these will be implemented school-wide on a daily basis as teachers work with the CKLA curriculum. An overview of each principle/strategy, follows.

Explicit Code Instruction

Explicit instruction in the code is necessary for automatic and effortless decoding. It is not enough to teach children to be familiar with letters and sounds. To create strong, fluent readers, instruction must help children read words automatically and effortlessly. Explicit instruction in, and extensive practice with, the spelling patterns of the English language is the only way that children can transition from learning to read (in which their mental energy is mostly focused on decoding) to reading to learn (in which, since decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics).

CKLA's Skills strand organizes children's reading experiences to maximize their practice in newly taught spelling/sound patterns. This is achieved in two ways. The first is the organization of instruction. A unique database was created to index every word in the English language and determine the most frequent spelling patterns. CKLA organizes instruction to teach the most frequent spelling patterns first in order to maximize the words children can read and move them into engaging, wellwritten, decodable texts early in the program. These 100% decodable readers are uniquely designed to provide children intensive practice with the code within an authentic reading experience. They reinforce children's sense of success as readers by eliminating the distraction of encountering untaught spelling patterns or exceptions. These decodable texts not only

engage children in a variety of topics, they are written in the style of chapterbooks and inspire children to want to read more.

Background knowledge is essential to strong comprehension

The ability to be a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. Comprehension isn't a transferable skill that can be applied equally well to any text. While reading comprehension strategies are often helpful, the less the reader knows about the topic at hand, the less he or she will grasp from the text. Building knowledge to build strong comprehension is the core premise of CKLA's Listening & Learning strand. The Listening & Learning strand provides fiction and nonfiction teacher readalouds organized within domains of knowledge. There are 11-12 domains a year, each taking 10-15 days of instruction and giving children deep exposure to topics such as Nursery Rhymes and Fables, Seasons and Weather, Presidents and American Symbols, and Light and Sound. The readalouds in each domain build on each other, and domains within and across grades build on each other. The result is children with surprisingly broad knowledge of literature, science, social studies, and the arts, as well as the ability to comprehend increasingly complex ideas and texts, to make connections and inferences, and to engage in lengthy discussions of the works they are hearing read aloud.

Vocabulary learning is most efficient when it is contextualized, content- based, and constant.

There is nothing wrong with studying vocabulary lists--but the sheer number of words that children know clearly demonstrates that most vocabulary is learned in context, by hearing a word many times and thus having many contexts from which to infer its meaning. The average six year old knows 6,000 words; the average high school graduate knows 40,000 words. Between third and twelfth grades, children learn about 3,000 words a year. Not all these words are known equally well and most of these words are never taught--they are inferred through multiple exposures. Exposure to words that are related to different bodies of knowledge (i.e., domainspecific vocabulary like photosynthesis and couplet) and exposure to academic words that apply to many topics (e.g., gravity, analyze, chorus, and trivial) are both necessary for building a strong vocabulary. Everyday conversations, even classroom conversations, typically contain few of these words. Varied and complex texts on a wide range of topics--fiction and nonfiction--are necessary to provide children the multiple exposures they need to build their vocabulary.

Readalouds of carefully sequenced texts, which are at the heart of the Listening & Learning strand, are a powerful way to build young children's vocabulary because they provide multiple exposures to words and the ideas they represent. Even better, the texts are more sophisticated than what the children can read on their own, and the teacher is there to answer questions and foster discussions that get students to use the words they are learning. By hearing complex texts on a coherent and systematically ordered set of topics, children begin connecting words to each other, to words they already know, thus forming an intricate web of words that they will continue to weave their whole lives. These words, and their connections, become children's mental encyclopedia, allowing them to continually, and ever more easily, access the knowledge they need to understand what they read.

The connection between oral and written language must be supported.

Although children do transition from learning to read to reading to learn in elementary school, it is not until the end of middle school that students' reading comprehension is as strong as their listening comprehension. Even as children become strong readers and writers, there is a benefit to hearing and discussing complex texts that the teacher reads aloud. What is more, reading and writing are not all there is to English language arts--listening and speaking are important too.

CKLA's twostrand model respects all aspects of language development, and is designed to ensure that children become competent in all modes of communication.

Alignment with Career and College Ready Standards

Michigan has adopted the Common Core State Standards for English Language Arts, which are college- and career-ready standards. CKLA is aligned to the CCSS in all ways, including meeting and exceeding the standards themselves as well as the instructional shifts of the Common Core. CKLA also meets the rigorous interpretation of the standards set forth in the Publishers' Criteria. Because CKLA is fully and explicitly aligned to the Common Core State Standards, it does not need any additional or supplemental programs to support children's language arts development.

The instructional program is designed to develop readers and writers who can handle the high, complex standards of the current educational context.

Alignment from One Grade Level to the Next

Careful sequencing of domains allows students to use their prior knowledge to support their learning about more complex topics. By way of example, preschool students begin the school year by studying that which is most familiar - themselves. They talk about their appearances, their body parts, their names, their preferences, and their five senses. In CKLA Kindergarten, students use the knowledge gained in preschool to do an in-depth study of each of the five senses, their functions, and their associated body parts.

Throughout the entire CKLA instructional program, knowledge builds purposefully, cumulatively, and comprehensively across grade levels ensuring vertical articulation. Skills being taught are aligned to the standards for foundational skills at the grade level.

Research Base

Core Knowledge (CKLA) is based on decades of cognitive research that reveals that reading requires two important components: (1) decoding skills and (2) oral language, vocabulary, and background knowledge sufficient to understand what is decoded. This leads directly to the two strands of CKLA: the Skills Strand and the Listening and Learning Strand. Select citations from research follow:

Catts, H.W., Adlof, S.M., and Weismer, S.E. "Language Deficits in Poor Comprehenders: A Case for the Simple View of Reading." *Journal of Speech, Language, and Hearing Research* 49 (2006): 278-293.

Hattie, John A. C. (2013-05-13). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (pp. 35-36). Taylor and Francis. Kindle Edition.

Hirsch, E.D., Jr. "Building Knowledge: The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for all Children." *American Educator*, Spring 2008.

Hirsch, E.D. Jr. *Cultural Literacy*. Boston: Houghton Mifflin, 1987.

Hirsch, E.D. Jr. *The Knowledge Deficit*. New York: Houghton Mifflin, 2006. Lawrence, S.D. "Core Knowledge Pilot Shows Clear Success with Curriculum." *Education News*, March 27, 2012.

Lipson, M.Y. "Learning New Information from Text: The Role of Prior Knowledge and Reading Ability," *Journal of Reading Behavior* 14 (1982), 243-61.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development. *How to Teach Reading*. Cambridge: MIT Press, 2006.

Samuels, S.J. and Farstrup, A.E. What Research Has to Say About Fluency Instruction, International Reading Association, 2006.

Willingham, D. "How Knowledge Helps: It Speeds and Strengthens Reading Comprehension, Learning and Thinking." American Educator 30 (2006), 30-37.

The timeline for CKLA is included in a separate pdf and provides an overview of the implementation timeline, resources, and staff responsible for implementation over three years.

Embedded in the timeline are areas from the MDE's Unpacking Tool for Year One Schools. For each of the Key Questions in the Unpacking Tool, the following elements are addressed: Critical Components and Expected

Outcomes; Implementation Timeline; Achievement Targets and Assessment Cycle; Implementation of Adult Actions; Funding; Getting Ready; and Parent Communications.

CKLA Timeline

Beginning in July 2014, getting-ready activities included time for the School Improvement Team to review data and determine underlying issues to low student achievement. The team spent time discussing the features and requirements of a high-quality instructional program that would tightly align to the Common Core State Standards (Michigan standards). In September 2014, staff participated in the first day of CKLA/Amplify training, and in November 2014, the second day. Full implementation begins in December 2014, and marks the time that all staff should be using the program with students.

The timeline ensures that we operationalize practices from CKLA at the classroom level, while providing information about successful implementation. Thus, the timeline includes actions that provide information about achievement targets and the assessment cycle as well as monitoring targets (implementation of adult actions).

Three types of achievement targets are embedded in the timeline and plan: state, district, and school. The state target is the M-STEP program, scheduled to be administered for the first time in spring 2015. District-level assessments include NWEA (reading, math) in Kindergarten through grade 3 and a writing test (opinion) in grades pre-K through 3. The NWEA and writing assessments are administered in October, February, and May of each year to provide information about student growth in reading, math, and writing. Each of these assessment periods is followed by a review of the data to determine corresponding interventions by teachers and the School Improvement Team.

When looking at classroom- and individual-level data, teachers collect and analyze CKLA formative assessments at grade-level PLT meetings. The purpose of these meetings is to review student work and determine interventions based on the needs of individual students. The School Improvement Team reviews this data on a monthly basis to ensure the whole school is moving in the right direction and to determine if there are additional professional development opportunities that may be needed for teachers and staff.

The timeline builds in actions to track adult implementation of the instructional program. The CKLA timeline also includes monitoring activities, built in on a regular basis. Beginning with an onsite review by MISD staff in December 2014, the School Improvement Team will monitor the implementation of CKLA in a number of ways. In December 2014 and January 2015, the School Improvement Team will create tools to monitor the implementation of the CKLA instructional program, and will use analysis questions to guide the development of the tools. Staff members will be trained to use the tools in January 2015. The first round of monitoring the implementation of CKLA occurs in February 2015. This first round of monitoring includes activities such as peer implementation walkthroughs, sharing sessions, Pausing Points (staff

CKLA implementation feedback), and review of monitoring tools (and corresponding adjustments). The review of these items occur on a monthly basis throughout the school year in each year of the plan. In June of each year, the redesign team reviews the monitoring data for the entire school year and makes adjustments for the upcoming school year.

In July of each year, beginning with 2015, materials to support the implementation of the program will be ordered. These include student consumables, skids of paper for classroom newsletters, and monitoring kits for each teacher.

Mount Clemens Community Schools

Seminole Redesign Plan Timeline

Big Idea #1: Implement a curriculum that leads to stronger background knowledge.

August 2014

Action Step: SIT Team reviews data to determine underlying issues to low achievement.

Resources Needed

- Golden Package reports for Reading, Writing, Mathematics, Science, and Social Studies
- Z-Score Analysis Sheet, Michigan Department of Education

Responsible: Deb Wahlstrom

August 2014

Action Step: Review features and requirements of a high-quality instructional program that is tightly aligned to the Common Core State Standards.

Resources Needed

- Examples of curriculum from surrounding school districts (to compare and contrast what is available to what is really needed).
- CKLA curriculum samples.
- Publisher's Criteria
- Instructional Shifts of the Common Core State Standards
- Common Core State Standards for English Language Arts
- Assessment Samples from Smarter Balanced Assessment Consortium (SBAC)

Responsible: Deb Wahlstrom

Action Step

September 2014 Conduct Day 1 of professional development training by CKLA/Amplify staff.

Resources Needed

- Workbook: Teacher Resource Guide (1 per participant) CKLA/Amplify Staff

Responsible: CKLA/Amplify Staff

Action Step

September 2014 to September 2017 Parent Curriculum Night in September each school year.

Resources Needed

- Curriculum Materials, examples
- Handouts

Responsible: Principal Staff

Action Step

October 2014 Complete baseline writing assessment.

Resources Needed

- District Writing Prompt, 1
- School-Designed Writing Rubric
- Smart Data Entry Tool
- Brigance (for pre-K developmental writing)

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

October 2014 Complete NWEA assessment.

Resources Needed

- NWEA MAP - Reading
- NWEA License
- Examples of Reports
- Student Schedule for Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

November 2014 Conduct Day 2 of professional development training by CKLA/Amplify staff.

Resources Needed

- CKLA Instructional Materials

Responsible: CKLA/Amplify Staff

Action Step

November 2014 Review Benchmark Assessment Data

Resources Needed

- Golden Package reports for writing and NWEA

Responsible: Principal SIT Team Deb Wahlstrom Renee Clemens Sarah Mohler

Action Step

December 2014 Full implementation of CKLA.

Resources Needed

- CKLA curriculum materials

Responsible: Classroom Teachers

Action Step

December 2014 Conduct review by MISD staff to determine fidelity of implementation of the CKLA instructional program.

Resources Needed

- MISD Tools

Responsible: MISD Staff Deb Wahlstrom Renee Clemens Seminole Staff

Action Step

December 2014 to June 2018 Monthly school and classroom newsletters highlighting CKLA during each school year.

Resources Needed

- Teacher materials
- CKLA website

Responsible: Principal Seminole Staff

Action Step

January 2015 Create tools to monitor the implementation of the CKLA instructional program. (Use analysis questions to guide the development of the tool.)

Resources Needed

- Document, Core Implementation Practices: A Guide to Effective Implementation of Core Knowledge
- SIT created monitoring tools

Responsible: Renee Clemens Principal Sarah Mohler Stacy Tomlingson SIT Team

Action Step

January 2015 Train staff at grade level PLT meetings to use monitoring tool.

Resources Needed

- Monitoring tool

Responsible: SIT Team Staff

Action Step

January 2015 to May 2018: Monthly Staff meeting CKLA sharing during each school year.

Resources Needed

- CKLA materials
- Agenda

Responsible: Principal Seminole Staff

Action Step

February 2015 Conduct first round of monitoring the implementation of the CKLA instructional program.

Resources Needed

- Custom-developed monitoring tools

Responsible: Principal School Team District Team

Action Step

February 2015 Writing Assessment 2 Opinion Writing.

Resources Needed

- District Writing Prompt, 1
- School-Designed Writing Rubric
- Smart Data Entry Tool
- Brigance (for pre-K developmental writing)

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

February 2015 NWEA Assessment 2 Reading.

Resources Needed

Redesign Plan

Seminole Academy

- NWEA MAP - Reading
- NWEA License
- Examples of Reports
- Student Schedule for Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

February 2015 SIT reviews school level benchmark data.

Resources Needed

- Benchmark Data Results

Responsible: Deb Wahlstrom Renee Clemens Stacy Tomlingson Principal SIT Team

Action Step

February 2015 to June 2018 Teachers collect and analyze CKLA formative assessments at grade level PLT meetings during each school year. Determine interventions.

Resources Needed

- Custom-developed monitoring tools

Responsible: Seminole Staff

Action Step

February 2015

to June 2018 SIT reviews grade level formative assessment data and other monitoring tools.

Resources Needed

- Monitoring Data Results

Responsible: Principal SIT Team

Action Step

February 2015 to June 2018 Staff CKLA implementation feedback quarterly during the months of November, February, and May.

Resources Needed

- Implementation Feedback Tool

Responsible: Classroom Teachers

Action Step

February 2015 to June 2018 Peer implementation walkthrough and collaborative discussion at grade level PLT meetings monthly during the school year.

Resources Needed

- Walkthrough Monitoring Tool

Responsible: Classroom Teachers

Action Step

February 2015

to June 2018 Revise District/School website to reflect CKLA updates for staff and parents quarterly during the months of November, February, and May.

Resources Needed

- CKLA website

Responsible: Deb Wahlstrom Renee Clemens Sarah Mohler

Action Step

March 2015 to March 2018 CKLA Parent Education and Celebration in May of each school year.

Resources Needed

- CKLA Materials

- Classroom Examples of Student Work

- Handouts

Responsible: Principal Seminole Staff

Action Step

May 2015 Complete Surveys of Enacted Curriculum (SEC). Use results to identify professional learning needs.

Resources Needed

- Website, Surveys of Enacted Curriculum

Responsible: Lisa Asaro Deane Spencer Deb Wahlstrom Renee Clemens Seminole Staff

Action Step May 2015 to June 2018 Writing Assessment 3 Opinion Writing given each May.

Resources Needed

- District Writing Prompt, 1

- School-Designed Writing Rubric

- Smart Data Entry Tool

- Brigance (for pre-K developmental writing)

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

May 2015 to June 2018 NWEA Assessment 3 Reading Given each May.

Resources Needed

- NWEA MAP - Reading

- NWEA License

- Examples of Reports

- Student Schedule for Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

May 2015 to June 2018 SIT reviews school level benchmark data during the months of September, January, and May.

Resources Needed

- Benchmark Data Results

Responsible: Deb Wahlstrom Renee Clemens Stacy Tomlingson Principal SIT Team

Action Step

June 2015 to June 2018 Review and refine monitoring tools in June of each school year.

Resources Needed

- Monitoring Tools

- Teacher Comments

Responsible: Deb Wahlstrom Renee Clemens Stacy Tomlingson Principal SIT Team

Action Step

June 2015 to June 2018 SIT review and audit of Redesign Plan in June of each school year.

Resources Needed

- Monitoring Data Results
- Benchmark Data Results

Responsible: Deb Wahlstrom Renee Clemens Stacy Tomlingson Principal SIT Team

Action Step

August 2015 Provide professional to August development to teachers new 2018 to the grade level in August of each school year.

Resources Needed

- CKLA Curriculum Materials

Responsible: Deb Wahlstrom Renee Clemens CKLA/Amplify Staff

Action Step

August 2015 to August 2018 SIT reviews State assessment data in August of each school year.

Resources Needed

- State Assessment Results

Responsible: Principal and SIT team

Action Step

September 2015 to September 2017 Writing Assessment 1 Opinion Writing in September of each school year.

Resources Needed

- District Writing Prompt, 1
- School-Designed Writing Rubric
- Smart Data Entry Tool
- Brigance (for pre-K developmental writing)

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

September 2015 to September 2017 Begin NWEA Assessment 1 Reading in September of each school year.

Resources Needed

- NWEA MAP - Reading
- NWEA License
- Examples of Reports
- Student Schedule for Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

September 2015 CKLA professional development.

Resources Needed

Redesign Plan

Seminole Academy

- CKLA Curriculum Materials Deb Wahlstrom Renee Clemens CKLA/Amplify Staff

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

January 2016 to January 2018 NWEA Assessment 2 Reading in January of each school year.

Resources Needed

- NWEA MAP - Reading
- NWEA License
- Examples of Reports
- Student Schedule for Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Big Idea #2

Improved Curriculum That Leads to Stronger Numbers and Operations.

To provide a guaranteed and viable curriculum that also leads to higher achievement in numbers and operations, Seminole Academy will implement the Eureka Math instructional program. A Eureka Math classroom is a place of hands on, manipulative rich, discovering, and engaging learning.

This evidenced-based program provides a number of features that support higher student achievement including the following:

1. Specific teaching and learning strategies for building-wide implementation of the Big Idea.
2. Eureka Math is a program which aligns from preschool through Grade 12.
3. Is child-centered and research-based and is designed around the instructional shifts in the Common Core math standards.
4. Aligns with college-and career-ready standards and is fully and explicitly aligned to the Common Core State Standards. The program does not need any additional or supplemental programs.
5. Has a solid research base.

Specific Teaching and Learning Strategies for Building-wide Implementation of the Big Ideas.

Eureka Math is a comprehensive, preschool through twelfth-grade program for teaching Common Core math in a sequential way incorporating the instructional shifts. The elementary curriculum is titled A Story of Units. The overall theme is to teach the basic building blocks of mathematics.

Eureka Math allows students to add, subtract, complete word problems, multiply, divide, and understand concepts like place value, fractions, measurements, area, and volume. Students learn that unit-based procedures are transferable and can thus build upon their knowledge in new ways. The lessons are broken down into fluency practice, application problem, concept development, and student debriefing.

Fluency Practice

- This section helps to build fluency and automaticity and generally focuses on preparation, maintenance, or anticipation. Carefully crafted fluency activities engage students in looking for and making use of

structure, as well as looking for and expressing regularity in repeated reasoning.

Application Problem

- Requires application of concepts that students have learned. The read, draw, write sequence upon which problem-solving is based naturally provides opportunities for students to select appropriate tools, model word problems using mathematics, and reason abstractly and quantitatively.

Concept Development

- This is the part of the lesson focused on new learning. Concept development consistently invites students to make sense of problems and persevere in solving them as they grapple with new learning through increasingly complex concrete, pictorial, and abstract applications.

Student Debriefing.

- Students uncover the objective of the lesson and discuss key points of the lesson. Each lesson's Student Debrief, as well as ongoing debriefs embedded within each lesson component, requires students to construct viable arguments and critique the reasoning of others. Questioning and dialogue throughout the lessons ensure that students are not only engaging in the standards, but also that they are explicitly aware of and reflecting on those behaviors.

Alignment with Career and College Ready Standards

Michigan has adopted the Common Core State Standards for Mathematics, which are college- and career-ready standards. Eureka Math is aligned to the CCSS in all ways, including meeting and exceeding the standards themselves as well as the instructional shifts of the Common Core. Eureka Math also meets the rigorous interpretation of the standards set forth in the Publishers' Criteria. Because Eureka Math is fully and explicitly aligned to the Common Core State Standards, it does not need any additional or supplemental programs to support children's mathematical development. The goal of Eureka Math is to produce students who are not merely literate, but fluent, in mathematics.

Alignment from One Grade Level to the Next

In A Story of Units, even as new concepts are introduced, the overarching theme remains: defining the basic building block, the unit. Studying, relating, manipulating, and converting the unit allows students to add, subtract, complete word problems, multiply, divide, and understand concepts like place value, fractions, measurements, area, and volume.

Students learn that unit-based procedures are transferable and can thus build upon their knowledge in new ways. The following progressions demonstrate how the curriculum moves from the introductory structures of addition, through place value and multiplication, to operations with fractions and beyond. Skills being taught are aligned to the standards for foundational skills at the grade level.

Research Base

Eureka Math was developed using researched-based Universal Design for Learning (UDL) which provides a structure for thinking about how to meet the needs of diverse learners. Broadly speaking, this structure asks teachers to consider multiple means of representation, action and expression, and engagement. Additionally, Eureka Math is supported by the following research:

National Mathematics Advisory Panel. Foundations for Success: The Final Report of the National Mathematics Advisory Panel, U.S.

Department of Education: Washington, DC, 2008.

American Federation of Teachers. Sizing Up State Standards: A report from the American Federation of Teachers: Washington, DC, 2008.

National Science Board. National Action Plan For Addressing the Critical Needs of the U.S. STEM Education System: Report of the National Science Board: Arlington, Virginia, 2007.

Chudowsky, Naomi, Chudowsky, Victor, and Kober, Nancy. Has Student Achievement Increased Since No Child Left Behind? Center On Education Policy: Washington, DC, 2007.

The National Academies. Rising Above the Gathering Storm: Report from the National Academies calling for dramatic improvements in mathematics and science education: Washington, DC, 2007.

Spellings Commission. (2006). A Test of Leadership: Charting the Future of U.S. Higher Education [A Report of the Commission Appointed by Secretary of Education Margaret Spellings]. Retrieved on January 27, 2007 from <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf>.

B. Reys, The intended mathematics curriculum as represented in state-level curriculum standards: consensus or confusion, Information Age Publishing, 2006.

The Education Schools Project (2005) A series of three reports on the state of the nation's schools of education.

The American Diploma Project. Ready or Not: Creating a High School Diploma That Counts. Achieve, Inc. Washington, DC, 2004.

Patrick Gonzales, Juan Carlos Guzmán, Lisette Partelow, Erin Pahlke, Leslie Jocelyn, David Kastberg, and Trevor Williams. (2004). Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003 (NCES 2005-005). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Before It's Too Late (2000). A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century.

Highlights from TIMSS-R. (2000, January 1). Retrieved November 13, 2014, from <http://nces.ed.gov/timss/timss-r>.

The comprehensive timeline for Eureka Math is found in a separate PDF.

Mount Clemens Community Schools
Seminole Redesign Plan Timeline

Big Idea #2: Implement a curriculum that leads to stronger numbers and operations.

Action Step

August 2014 SIT Team reviews data to determine underlying issues to low achievement.

Redesign Plan

Seminole Academy

Resources Needed

- Golden Package reports for Reading, Writing, Mathematics, Science, and Social Studies
- Z-Score Analysis Sheet, Michigan Department of Education

Responsible: Deb Wahlstrom

Action Step

August 2014 Review features and requirements of a high-quality instructional program that is tightly aligned to the Common Core State Standards.

Resources Needed

- Examples of curriculum from surrounding school districts (to compare and contrast what is available to what is really needed).
- Eureka Math curriculum samples.
- Publisher's Criteria
- Instructional Shifts of the Common Core State Standards
- Common Core State Standards for Mathematics
- Assessment Samples from Smarter Balanced Assessment Consortium (SBAC)

Responsible: Deb Wahlstrom

Action Step

September 2014 to September 2017 Parent Curriculum Night in September each school year.

Resources Needed

- Curriculum Materials, examples
- Handouts

Responsible: Principal Seminole Staff

Action Step

October 2014 NWEA Math assessment.

Resources Needed

- NWEA MAP - Math
- NWEA License
- Training
- Schedule

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

November 2014 Review Benchmark Assessment Data

Resources Needed

- NWEA Data Results
- Golden Package Reports
- ILC Protocols

Responsible: Principal SIT Team Deb Wahlstrom Renee Clemens Sarah Mohler

Action Step

December 2014 to June 2018 Monthly school and classroom newsletters highlighting Eureka Math during each school year.

Redesign Plan

Seminole Academy

Resources Needed

- Teacher materials
- Eureka Math website

Responsible: Principal Seminole Staff

Action Step

January 2015 January 2015 Create tools to monitor the implementation of the Eureka Math instructional program. (Use analysis questions to guide the development of the tool.)

Resources Needed

- Eureka Math Curriculum documents

Responsible: Renee Clemens Principal Sarah Mohler Stacy Tomlingson SIT Team

Action Step

January 2015 Train staff at grade level PLT meetings to use monitoring tool for Eureka Math.

Resources Needed

- Monitoring tool

Responsible: SIT Team

Action Step

February 2015 NWEA Assessment 2 Math.

Resources Needed

- NWEA MAP - Math
- Schedule for Student Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

February 2015 SIT reviews school-level benchmark data.

Resources Needed

- NWEA Data Results

Responsible: SIT Team Deb Wahlstrom Renee Clemens Sarah Mohler

Action Step

February 2015 Revise District/School website to reflect Eureka Math updates for staff and parents quarterly during the months of November, February, and May.

Resources Needed

- Eureka Math Website

Responsible: Deb Wahlstrom Renee Clemens Sarah Mohler

Action Step

March 2015 through June 2017 Monthly Staff meetings. Eureka Math sharing sessions.

Resources Needed

- Eureka Math materials
- Agenda

Responsible: Principal Seminole Staff

Action Step

April 2015 through June 2018 M-STEP given in the spring of each year.

Resources Needed

- State Testing Materials

Responsible: Principal

Action Step

May 2015 Complete Surveys of Enacted Curriculum (SEC). Use results to identify professional learning needs.

Resources Needed

- Website
- Surveys of Enacted Curriculum

Responsible: Lisa Asaro Deane Spencer Deb Wahlstrom Renee Clemens Seminole Staff

Action Step

May 2015 to June 2018 NWEA Assessment 3 Math Given each May.

Resources Needed

- NWEA MAP - Math
- Schedule for Student Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

May 2015 to June 2018 SIT reviews school level benchmark data during the months of September, January, and May.

Resources Needed

- NWEA Data Results

Responsible: Principal SIT Team Deb Wahlstrom Renee Clemens Sarah Mohler

Action Step

June 2015 to June 2018 Review and refine monitoring tools in June of each school year.

Resources Needed

- Monitoring Tools
- Teacher Comments

Responsible: Deb Wahlstrom Renee Clemens Stacy Tomlingson Principal SIT Team

Action Step

June 2015 to June 2018 SIT review and audit of Redesign Plan in June of each school year.

Resources Needed

- Monitoring Data Results
- Benchmark Data Results

Responsible: Deb Wahlstrom Renee Clemens Stacy Tomlingson Principal SIT Team

Action Step

July 2015, 2016, 2017 Order all mathematics materials for upcoming year.

Resources Needed

-

Responsible: -

Action Step

August 2015 to August 2018 SIT reviews State assessment data in August of each school year

Resources Needed

- State Assessment Results

Responsible: Principal SIT Team

Action Step

September 2015 Conduct Day 1 of professional development training by Eureka Math staff.

Resources Needed

- Eureka Math Curriculum Materials

Responsible: Eureka Math Staff

Action Step

September 2015 Conduct first round of monitoring the implementation of the Eureka Math instructional program.

Resources Needed

- Custom-developed documents

Responsible: Principal School Team District Team

Action Step

September 2015 to September 2017 Begin NWEA Assessment 1, Math in September of each school year

Resources Needed

- NWEA MAP - Math

- Schedule of Student Testing

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

September 2015 to June 2018 SIT reviews grade-level formative assessment data and other monitoring tools.

Resources Needed

- Monitoring Data Results

Responsible: Principal SIT Team

Action Step

September 2015 to June 2018 Eureka Math implementation discussion at grade level PLT meetings monthly during the school year.

Resources Needed

- Discussion Monitoring Tool

- ILC Protocols

Responsible: Classroom Teachers

Action Step

October 2015 Conduct Day 2 of professional development training by Eureka Math staff.

Resources Needed

- Eureka Math Curriculum Materials

Responsible: Eureka Math Staff

Action Step

October 2015 to June 2018 Teachers collect and analyze Eureka Math formative assessments at grade level PLT meetings during each school year. Determine interventions.

Resources Needed

- Custom-developed monitoring tools
- ILC Protocols

Responsible: Seminole Staff

Action Step

October 2015 to June 2018 Eureka Math Parent Education and Celebration in October of each school year.

Resources Needed

- Eureka Math Materials
- Classroom Examples of Student Work
- Handouts

Responsible: Principal Seminole Staff

Action Step

November 2015 Conduct Day 3 of professional development training by Eureka Math staff.

Resources Needed

- Eureka Math Curriculum Materials

Responsible: Eureka Math Staff

Action Step

February 2015 to June 2018 Staff Eureka Math implementation feedback quarterly during the months of November, February, and May

Resources Needed

- Implementation Feedback Tool

Responsible: Classroom Teachers

Action Step

January 2016 to January 2018 NWEA Assessment 2 Math in January of each school year

Resources Needed

- NWEA MAP - Math
- Schedule for Testing Students

Responsible: Renee Clemens Sarah Mohler Seminole Teachers

Action Step

August 2016 to August 2018 Provide professional development to teachers new to the grade level in August of each school year.

Resources Needed

- Eureka Math Curriculum Materials

Responsible: Eureka Math Staff

Action Step

Resources Needed

Responsible:

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Requirement 7A: Use of Individual Student Data (School)

Outlines Expectations for Regular and On-going School-wide Use of Data

The heart of using data at the individual level is the instructional learning cycle: What did we want our students to learn? How do we know they learned it? What will we do if they didn't learn it? (Or learned it really well?) Using a two- to three-week cycle, teachers will review data from CKLA and Eureka math on a regular and consistent basis in weekly PLT meetings.

At Seminole, there is an expectation that staff use benchmark and local data to improve student achievement in reading. On a regular basis grade-level teachers will collect and analyze formative and summative assessments during weekly PLT meetings. Interventions for each Tier will be determined using the instructional learning cycle model. Each month, the SIT team will collect and review grade level formative and summative assessment data as well as other monitoring tools. In order to monitor implementation of CKLA, grade-level weekly learning walks will be conducted by grade-level peers, principal, and administrators in rotating classrooms. A collaborative discussion will follow each learning walk. Benchmark assessments using NWEA, writing prompts, and DRA will be administered and analyzed by teachers and SIT team three times a year. M-STEP data will be analyzed when it becomes available. The SIT team will lead the disaggregation of the data with staff. Quarterly, teachers will complete a program implementation survey. SIT team will analyze results to guarantee fidelity of the program. At the end of each year, the SIT team will be auditing the effectiveness of the CKLA program in building background knowledge (program outcome) and student progress.

In the area of writing, we will collect benchmark data three times a year using our teacher-developed rubrics for grades K-3 (which unpack the writing standards) and the Brigance for preschool. Writing will also be assessed within the CKLA program. Student results will be placed into an Excel template and then imported into SmartData, where a set of custom Golden Packages will be produced.

With the implementation of Eureka Math in the fall of 2015, the following data will be collected: On a monthly basis grade level teachers will collect and analyze formative and summative assessments during weekly PLT meetings. Interventions for each Tier will be determined using the instructional learning cycle model. Each month, the SIT team will collect and review grade level formative and summative assessment data as well as other monitoring tools. In order to monitor implementation of Eureka Math, grade-level teachers will collect one exit ticket (a formative assessment) each week to discuss at PLT meetings. A Benchmark assessment using NWEA will be administered and analyzed by teachers and SIT team three times a year. M-STEP data will be analyzed when it becomes available. The SIT team will lead the disaggregation of the data with staff. Once benchmark data is collected, results will be imported into the SmartData tool, and special Golden Packages will be produced. These custom Golden Packages will have reports similar to those as the state tests. Quarterly, teachers will

complete a program implementation survey. SIT team will analyze results to guarantee fidelity of the program. At the end of each year, the SIT team will be auditing the effectiveness of the Eureka Math program in increasing achievement in numbers and operations (program outcome) and student progress.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement 8A: Time for Core Subjects (District)

Staff will redesign the use of the current school schedule to increase time in the core areas of English Language Arts and mathematics. In working with core academics, learning time for English Language Arts and Mathematics will increase to 120 minutes per day of ELA and 60 minutes of mathematics. The increased time for English Language Arts supports implementation of CKLA, which includes one hour for the Listening and Learning Strand and another hour for the Skills Strand. This, in addition to using stellar curriculum, will provide students with the time for learning in core areas while still having time for other content areas (e.g., science and social studies) and exploration areas such as music, dance, art, singing, foreign language, etc. Grade level teams will meet once per week when teachers of exploratory areas (i.e., specials) are working with students. Students who have additional needs in Language Arts will have more time (an additional 30 minutes) of reinforcement and/or remediation that directly supports CKLA. The intent is to always provide each student with a rich curriculum program and add reinforcement and remediation to the program, not replace the core program with remediation strategies.

These changes will support an increase in student achievement by ensuring students have a coherent curriculum, an appropriate amount of time to have students learn the plan, and aligned support for struggling students - all key to high student achievement in Language Arts and Mathematics.

Requirement 8B: Time for Enrichment (District)

Staff at Seminole Academy will increase time for students for enrichment activities by increasing the school day for students by one hour to provide more time for activities such as foreign language instruction, theater instruction, math club, exploratory activities, and more.

There is a positive relationship between the arts and improvement of student achievement. Academically, studies have found that students who participate in arts programs show academic progress and have associated greater levels of engagement in the arts with greater

academic gains -- students with high levels of participation in the arts received better grades and higher standardized test scores compared to students who had very little involvement in the arts. For example, a long-term study of economically disadvantaged youth participating in community-based afterschool arts programs found that participants had higher rates of academic achievement and were more likely than non-participants to be involved in their school's student government and participate in a math or science fair.

The arts also have the ability to help students further develop their cognitive skills - such as memory and the ability to focus - which can benefit them academically and socially. Studies examining the effects of participation in music and theater found that the two art forms helped participants apply strategies learned in rehearsals to improve memorization skills. In addition, behavioral studies of students involved in dance suggest that participation in dance helps students with their focus and attention skills.

A number of studies have found positive associations between a student's behavior and involvement in the arts. For example, arts learning opportunities help encourage students to stay in school, an important component of the Superintendent's Dropout Challenge. Studies show that students participating in a collaboration that integrated visual arts into the school curriculum reported decreased the number of suspensions and discipline referrals and improved student attendance (a factor in our plan).

Arts have the ability to excite and motivate youth, acting as a gateway to develop their interests in other subjects, and improving levels of engagement and lowering levels of indifference among youth. A study examining middle school students in eight afterschool programs focused on arts enrichment as well as academic enrichment, community service, sports and physical activity found students demonstrated positive engagement and development and exhibited high levels of motivation. A separate evaluation reviewing the 4-H Youth Development Arts and Communication Program in Wisconsin found more than 76 percent of youth stated that their involvement in the afterschool program helped them develop their motivation "quite a bit" or "a great deal" to do their best work.

When children are encouraged to think creatively, it lends itself to critical thinking and inventiveness, benefiting them in their adult lives. In fact, a research report found that 97 percent of business leaders and 99 percent of school leaders believe that creativity is increasingly important in U.S. workplaces. A multi-year study of children participating in the Thriving Minds arts afterschool program in Dallas, Texas - a program that works with school districts and a large number of arts and science organizations to offer arts and academics in afterschool and summer programs, funded in part by the 21st Century Community Learning Center initiative and Title I grants - found with creations to becoming creators themselves. Children advanced from listening to music or singing songs by artists to composing a musical piece or writing an original song.

Requirement 8C: Time for Professional Learning (District)

As we need to teach our way into higher student achievement, professional development will have a stronger emphasis at Seminole Academy. We are beginning to increase professional development opportunities during the planning year (2014-2015), and includes redesigning the current schedule to meet the priorities of our teachers and students. This includes making sure there is time for teachers to learn the new CKLA curriculum. Allocated so far for this school year is one day in September, one in October, and one in November to prepare teachers to effectively use CKLA with students, and then another day in winter-spring 2015 for teachers to interact with CKLA staff after having had time to use the curriculum. Additionally, teachers will work together in their grade-level teams once a week to discuss on-going implementation of CKLA and to review student work. This is reflected in the implementation timeline for CKLA. Teacher schedules have already been configured this year to ensure current planning time for each grade level and

this will continue as these teams are the lever for our instructional learning cycle work. Staff meetings will also be used for professional development during the school year.

Time for professional learning is also included in the timeline for Eureka Mathematics. As with CKLA, teachers will work together in their

grade-level teams once a week to discuss on-going implementation of Eureka Math and to review student work. This is reflected in the implementation timeline for Eureka. Teacher schedules have already been configured this year to ensure current planning time for each grade level and this will continue as these teams are the lever for our instructional learning cycle work. Staff meetings will also be used for professional development during the school year.

A support page, for teachers who desire to continue to learn on their own, is set up and maintained for both programs on the district website.

These professional development opportunities will help ensure our teachers know the content of the curriculum how to implement it with fidelity. The opportunities provided the critical time for teachers to collaboratively discuss student work through our instructional learning cycle. Teachers are also encouraged to attend training sessions at the ISD, especially in the area of mathematics, where support in content and processes in helping students with numbers and operations would be useful. These professional development sessions are hosted throughout the school year, and we will ensure our teachers participate.

The increased emphasis on embedded professional learning - and making time for it will lead to increased student learning: Teachers will learn the content they are expected to teach - as well as support in teaching the content well. The scheduled weekly meetings of the school's PLT provide constant and consistent time for collaboration about what students are learning - and what teachers can do to make adjustments to help students who are not yet learning (and those who have learned and are ready for deeper application of learning). As part of the ILC process, we will have protocols for teachers to use to support their constant conversations.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Requirement 9A: Family Engagement (School)

Seminole Academy will begin each year with a curriculum night that parents are expected to attend. At these events parents will be informed of our CKLA and Eureka Math curriculum which is the focus of our redesign plan.

Common Core State Standards will be provided to our parents at this time so that they are aware of student expectations. Throughout the year parents will be provided with educational opportunities to gain knowledge to support their child's progress within CKLA and Eureka Math by attending a family-oriented, content-specific program. At the end of each program a survey will be provided to help evaluate the program. In this survey, parents will be asked to provide suggestions for future programs that would be helpful to them.

We will provide families with information to support their child in the school newsletters and teacher newsletters. This will include information from both CKLA and Eureka Math publishers. In addition, the district website will be updated quarterly with current curriculum information and support.

Parents have always been welcomed at Seminole and we will continue to do so. We will continue to encourage parents to call or visit with questions and concerns about their child's progress in CKLA and Eureka Math and how they, as parents, can help their children. Parents will be able to support our plan through supervising their students' homework. Teachers will have another opportunity to involve their parents through discussions at parent- teacher conferences.

The School Improvement Team actively recruits parents to be members of the team which spearheads our redesign plan. The school newsletter lists our meeting dates and times with an open invitation to attend. Parents will continue to be encouraged to volunteer in the school.

Although the following programs do not directly support CKLA or Eureka Math, they are programs which engage our Seminole families and helps us build important relationships between family, parents, and students: Parent-Teacher-Committee; Title I nights; Daddy-Daughter Dance; Family Fall Harvest, Christmas Breakfast with Santa; an evening of Books and Cookies, Honor Roll recognitions; attendance award recognitions; academic award recognitions, behavior award recognitions; and creativity award recognitions.

Requirement 9B: Community Engagement (School)

Seminole Academy has a partnership with MSU for mentoring student interns. These interns support the redesign plan directly in the classroom supporting the instruction of CKLA and Eureka Math. They also serve as members of the School Improvement Team and helped develop this plan.

Oakland University Nursing Program is another partnership we have had the opportunity to work with for over ten years. The nursing students support our plan by teaching lessons that enhance the CKLA themed domains.

Retired teachers volunteer at Seminole. They work directly with our students under the direction of our classroom teachers to provide interventions for our students in CKLA and Eureka Math.

We are currently working with the Mount Clemens Educational Foundation to develop a partnership with Kohl's Cares for Kids. Our intention is to have Kohl's workers come into our classrooms and read to our students or have students read to them in order to support CKLA.

We are inviting Kensington Church and other community partners to commit some time at Seminole to work with our students. Under the supervision of a classroom teacher they will support CKLA and Eureka Math by providing small-group or individual support (e.g., CKLA reading or Eureka Math game).

We formed a partnership with Macomb Cable Network (MCN) to help spread the message about the reform efforts at our school. MCN broadcasts to Mount Clemens and our neighboring communities.

One of our community partners is the Assistance League of Southeastern Michigan. As one of four schools to which the League provides support, our students benefit from a day of "shopping." On this special day, which included approximately one-hundred volunteers, students "shopped" with a personal shopper (volunteer) as they selected a large duffel bag and filled it with books, underwear, socks, sundry items, gloves, hats, a winter coat, and clothes. Students had the opportunity to try on their coats and choose the one they wanted, much to the smiles of both students and volunteers. As a school with a high poverty rate, this was a highlight for staff and families. This activity supports our inviting school culture - a place that is inviting for students to learn.

Starting on the first day of the 2014-2015 school year, Seminole is also host to a DHS office, right in the school, as part of the state's Pathways to Potential (P2P) program. As attendance is an issue for many of our students, the P2P team provides assistance in reaching out to families to help with obstacles of students attending school.

Also beginning in fall 2014, the state's THAW program will be housed in the secondary complex. This program provides financial support to our Seminole families in need of heat - and sometimes homes - during the winter months.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement 10A: Operational Flexibility (District)

The School Improvement Team will have autonomy over Title I expenditures dedicated to the school, while living within federal regulations.

For planning purposes, in January (2015) the Seminole team will receive the approximate amount of Title I budget for upcoming year so it can make decisions about its use for the 2015-2016 school year. The SIT and principal will have flexibility in all areas including staffing. For example, after reviewing the results from the screening tool, the staff will be able to decide if it needs "this" sort of person more than "this" sort of person.

Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. The required Memorandum of Understanding has been completed and is attached.

Seminole Academy has an executed addendum to the district's applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at Seminole Academy. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at Seminole Academy. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at Seminole Academy. This subdivision does not allow unilateral changes in pay scales or benefits.

Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL

380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Requirement 11A: External Technical support

The Seminole Academy team has, and will continue to make use of resources available including:

JoAnn Andrees - MSU Intervention Specialist

Lisa Assaro - School Improvement Consultant, Macomb ISD

Deane Spencer - School Improvement Consultant, Macomb ISD Monitor - TBD

Beth Brophy - Calhoun ISD and MDE, we are using an adaptation of the Instructional Learning Cycle (ILC), developed by Beth Brophy, to outline work for our district writing assessments.

Central Office Contact Person

Because of the importance in improving student achievement at Seminole Academy, the superintendent, Deb Wahlstrom, and Assistant Superintendent, Renee Clemens, will serve as the central office liaisons and the persons responsible for overall monitoring and support for the school.

Because the central office staff takes a team approach to working with schools, other members of the staff will provide on-going and consistent support as well.

Participation in Workshops and Conferences offered by the MISD and MDE

Upon being named a priority school and prior to the public release of this designation, the superintendent called MDE and MISD staff members to discuss beginning the implementation of a plan during the planning year. With a nod toward doing so, the Seminole leadership team began its work immediately. The school team has already attended all required MISD meetings and are scheduled for future meetings, such as the one where this first draft of the plan will be reviewed.

The entire priority school team, which includes the superintendent, assistant superintendent, building principal, six teachers, and the union president met twice before the MDE support meetings began in August. The purpose of

these meetings was to lay the ground work for what it means to be a priority school and to begin discussions about the way ahead. Staff also used this time to review data to gain an understanding of exactly why Seminole was placed in priority status.

When the MDE support meetings began in August, all School Improvement Team members attended to ensure team members, representing different roles in our system, heard the same message. This is one of our strategies for success and sustainability over time. We care very much about as many of our teachers as possible understanding all that goes on behind the scenes. We care very much about improving.

The following provides evidence of meetings the team has attended:

July 23, 2014 - Overview of Priority School Status and First Look at Data;
July 30, 2014 (Review and discussion of curriculum),
August 14, 2014 - MDE Workshop for Priority Schools (Southfield),
August 19, 2014 - MDE Workshop for Priority Schools (Lansing),
August 28, 2014 - MISD Meeting with Deane Spencer and JoAnn Andrees;
September 18, 2014 - Work session at Seminole Academy;
September 22, 2014 - Work session at Seminole Academy;
September 25, 2014 - Data Dialogue with JoAnn Andrees;
October 1, 2014 - Work session at Seminole Academy;
October 2, 2014 - Work session at Seminole Academy;
October 21, 2014 - Work session at MISD (Facilitators of School Improvement);
October 23, 2014 - Lansing Center for Reviewer Comments;
October 24, 2014 - Technical Assistance with Lisa Asaro and Deane Spencer at MISD;
October 25, 2014 - Work session with grade-level teams, writing rubrics, and scoring;
October 29, 2014 - Day 1 of Thoughtful Education Training;
October 29, 2014 - Day 2 of Thoughtful Education Training;
October 30, 2014 - Review of writing data at Seminole Academy;
November 4, 2014 - Day 1 of CKLA training;
November 6, 2014 - Data review of attendance with JoAnn Andrees;
November 10, 2014 - Redesign Work Session;
November 12 - Redesign Work Session;
November 13 - Redesign Work Session; November 14 - SIR;
November 17, 2014 - Day 3 of Thoughtful Education training;
November 18, 2014 - Day 4 of Thoughtful Education training;
November 20, 2014 - Work session at Seminole Academy;
December 3 & 4, 2014 - MISD Review Team;
December 4, 2014; Work session at Seminole Academy;
December 18, 2014- Work session at Seminole Academy.

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Pittsburgh Public Schools. (2008). Arts Model and Development and Dissemination Grants Program: 2005 Cohort Profiles. U.S. Department of Education, Washington, D.C.

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